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ABSTRACT

This handbook describes the developmental education program at Alvin Community College (ACC) in terms of its philosophy, purpose, operation, implementation, and assessment. The first section examines the mission of ACC; the history of the developmental education program at the college and its current organizational structure; and the need for the program. The next section considers the program's purpose in terms of target groups, and goals and outcomes. A section on program operation looks at organizational issues, such as administration; the selection and responsibilities of instructors, learning lab staff, part-time assistants, tutors, and counseling center staff; and staff training; as well as activities focusing on identifying developmental students in admission, placement testing, orientation, special advising, and registration. The next section considers aspects of program implementation, including program offerings, scheduling, and policies regarding grading and transferability. The final section reviews program assessment activities. Appendices provide statistics on student participation in the orientation/special advising program; a summary of a survey of students' experiences in the special advising program; course descriptions; an explanation of the grading system; and a packet of information for ACC faculty on the programs and services of the college's learning lab. (LAL)

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THE DEVELOPMENTAL PROGRAM AT ALVIN COMMUNITY COLLEGE: A DESCRIPTION

SPRING 1984
Alvin, Texas

JC 840 533

This handbook is dedicated to Mrs. Jo Bennett, Associate Dean of Student and Instructional Services. Her devotion to students, her professional expertise, and her energetic enthusiasm are the inspiration for the development and continued growth of the Developmental Studies Program.

Educational programs must continually make adjustments to comply with changing student and community needs and with accepted educational practices. Therefore, this handbook is less a definitive blueprint than a reflective 'taking stock.' Already new issues challenge us and remind us that education must never be viewed as a fixed entity--we can never allow ourselves to believe that we are finished!

The original edition of this handbook was prepared in 1981, and a revised edition was prepared the following year. This edition (1984) includes significant revisions and adjustments to reflect the never-ending revisions and adjustments to the developmental program.

Membership in the Developmental Curriculum Committee, which began meeting in the fall of 1979 under the direction of Mrs. Jo Bennett, changed as faculty appointments changed; thus the program represents the work of many people. This final 'version' of the committee expresses its gratitude to everyone who served on the committee throughout the years for the contributions that have made our successes.

AD-HOC COMMITTEE ON DEVELOPMENTAL CURRICULUM 1980-81

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JoAnn Parochetti
Project Director of Special Services Grant

Ex-officio Chairperson
Jo Bennett
Associate Dean of Student and Instructional Services

Doug Balkum
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Subcommittee on Human Development
James Corbett
Subcommittee on Exit Levels
Julia Roberts
Subcommittee on Evaluations
Gerald Skidmore
Subcommittee on Scheduling
Susan Sutton
Subcommittee on Testing/Advising
Hugo Valdes
Special Evaluation Project

FORWARD

Fall, 1984

One of the better things we do at Alvin Community College is to concern ourselves with the whole student. Because ACC is an "open door policy" school, we must be especially dedicated to the needs of each student. The Learning Lab (Free Studies) was established as an answer to academic needs. As the Lab expanded, it became more obvious that the quality of life has a great deal to do with success or failures in instruction. We are attempting a holistic approach to instruction by offering a developmental curriculum.

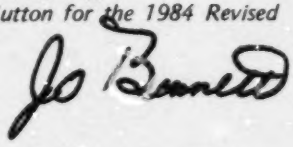
A developmental curriculum is offered to appropriate students through special advisement as are individual courses. None of our developmental studies, individual courses nor curriculum, are mandatory. However, based on student information and test scores, recommendations are made by special advisors. We believe in the personal touch, strongly supporting the student who will take advantage of that support.

There are several people who have given great deal of time and energy to the design and implementation of developmental courses and curriculum: Charles Ferguson, English; Dr. Gerald Skidmore, Math; Alice Hagood, Math; Dr. Lynda Vern, Reading; John Brannon, Psychology; Jo Ann Parochetti, Developmental Advisement; Susan Sutton, Placement Testing, Student Profiles and Follow-up.

Members of the ACC faculty working in Academic Advisement and other faculty members who have worked in Developmental Advisement during regular registration all contributed to the success of our Developmental Programs.

To Jo Ann Parochetti, we owe a special debt of gratitude for coordinating the work of the Ad Hoc Developmental Curriculum Committee in the final phase of its work. An even greater debt is due for her work in putting together the first edition of this manual in the Spring, 1981.

A special "thank you" goes to Susan Sutton for the 1984 Revised Edition.



Jo Bennett
Associate Dean of Students
& Instructional Services

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MISSION OF ALVIN COMMUNITY COLLEGE

August 1, 1971 marked a point of departure for Alvin Community College from its role as 'grades 13 and 14' of the Alvin Independent School District – a role it had played for two decades. The AISD Board of Trustees, in accordance with the accreditation standards of the Southern Association of Colleges and Secondary Schools, divorced the College from the public school system. A full-time president was employed and was charged with developing a comprehensive community college.

The statement of purpose in the 1972-73 College Bulletin was the first to address developmental education. Over a decade later, the stated purpose retains the committment to

> "...offer foundation courses that enhance success in occupational/technical and university parallel programs or that improve an individual's grasp of fundamental knowledge."

Clearly, Alvin Community College is committed to both the philosophy and the implementation of developmental education.

HISTORY OF DEVELOPMENTAL EDUCATION AT ACC

Open Admissions

The adoption of an 'open door' policy at Alvin Community College expresses the belief that education is for everyone--a feeling that all persons, regardless of present status, should have the opportunity to improve their education and the quality of their lives.

This philosophy is supported by ACC's policy of offering courses, counseling, advice, and assistance to meet the individual needs and desires of each student. Each student is offered placement testing, academic advising, and courses structured to meet learning needs at various academic levels. Staff members are responsible for actively extending to each student the best available advice to guide him to academic success; however, the decision to participate in testing or advising and the selection of courses remains with the student. This assignment of responsibilities is based on the belief that making informed, independent decisions is an integral part of the educational process. Thus, the academically disadvantaged student at ACC is encouraged to objectively evaluate the recommendations of the staff rather than be forced into remedial instruction.

The present developmental program evolved in response to the inherent challenges of open admission. There have been several significant landmarks in this evolution, particularly

- the creation of a permanent home for developmental studies in the Learning Lab
- participation in the National ACCTion Consortium and the establishment of a committee for developmental curriculum (1978-81)
- acquisition of a Special Services for Disadvantaged Students grant from the U.S. Office of Education (1979-83)
- the alteration of the organizational structure for the administration of the program.

Establishing a Home

Developmental instruction began more than ten years ago in a one-room facility in the Science Building. Title III funds were procured to purchase self-paced materials, audio-visual equipment, and supplies. The non-traditional approach to instruction that utilizes these and more recent acquisitions remains the basis of developmental instruction in the Learning Lab.

After being housed briefly in a section of the Student Center, the Learning Lab came to its permanent home in the LRC in 1978. This modern facility, complete with open study areas, carrels, offices, a computer terminal lab, and a tutoring center, is the upper-fourth of a wing of our new multi-million dollar omega structure.

The Learning Lab operates as an open-area learning center where students can be tutored or tested, or can work on their own, close to any needed assistance. Placement and diagnostic testing are available to help students determine their strengths and weaknesses, and makeup testing is conducted for other instructors so a student's absence doesn't force him to fall behind in the class.

Most developmental classes are taught in the Lab utilizing alternative teaching methods: tape/workbook programs, filmstrips, slides, controlled readers, personal computers with both purchased and 'homemade' software. Students may receive individual assistance from Lab tutors on any problems from adverbs to trigonometry.

Instructional ACCTion Consortium

In the fall of 1978, ACC was included in the Instructional ACCTion Consortium, a component of the National Technical Assistance Consortium for Two-Year Colleges. Under the leadership of IAC, an ACC Instructional Specialist Team was organized. The immediate task of this team was to establish goals which, when accomplished, would support improvement of instruction; one of these goals was directed at expanding existing services to the academically disadvantaged students.

A major project was the design and implementation of a developmental curriculum. Antoher closely-related project was the design and implementation of an improved system of academic advisement.

For three years we received support and guidance from the Instructional ACCTion Center in accomplishing the goal to expand services to enrich and improve the campus-wide experiences for students who begin their college "careers" with academic disadvantages.

Special Services for Disadvantaged Students Grant

ACC initially applied for a Special Services for Disadvantaged Students Grant (one of the TRIO programs) in the fall of 1977 to expand the assistance being provided those students with serious academic disadvantages.

Having identified the need to split developmental students into two levels, we supplemented the existing program's offerings with intensified grant services (primarily extra labs) aimed at the lower developmental group.

The first reapplication for the grant extended operations, focusing on counseling and tutoring components (the institutional labs had been incorporated into the classes) and an intensive testing/diagnostic component for students with suspected learning disabilities.

The final extension of the grant concentrated on providing the same programs and services to developmental students enrolled in classes through the Texas Department of Corrections system.

Through this program we gained the opportunity to test the efficacy of various services in improving the retention rate of academically unprepared students and in improving their ability to compete successfully at the college level. Program results will be evaluated during long-term planning and those grant services that should be institutionalized will be determined.

Organizational Structures

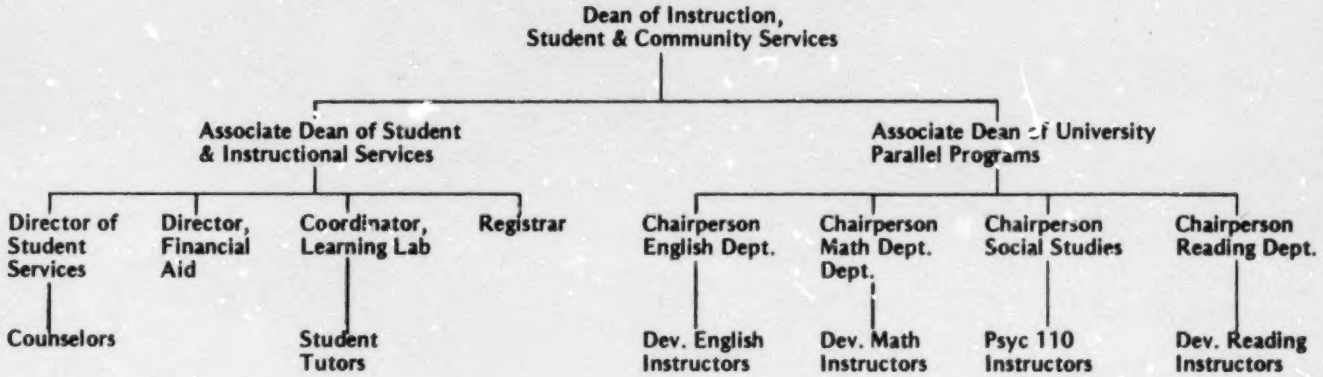
In 1971, developmental education was formalized as a department with a staff of three instructors (English, math and reading) assigned the fulltime task of preparing students to enter college-level curricula.

The departmental structure was abandoned in 1978 and responsiblity for developmental course content and instructional assignment was shifted to the department chairmen in math and English. Instructional assignments were rotated among all departmental faculty; the Learning Lab Coordinator was made responsible for the operations and services provided by the Lab as supplement to the developmental program, and the Coordinator continued to be directly responsible to the Associate Dean of Student and Instructional Services.

Current Organizational Structure

The current structure of the Developmental Studies Program and relevant support services is represented in the organizational chart on the following page. The instructors – now specially selected and trained for the unique demands of developmental instruction – are not rotated, but usually teach developmental classes concurrently with college-level classes.

ORGANIZATIONAL STAFF CHART
DEVELOPMENTAL PROGRAM



STATEMENT OF NEED

Statistical research conducted for the federal grant in 1978 revealed that over half of the students tested with the local placement test upon entering ACC scored below the cutoff level (approximately 10th grade), and that of those potential developmental students, over half actually scored below the 8th grade.

A more recent statistical search revealed that of the students taking the local placement test during the three-year period 1980-83

68% scored below the cutoff in math

61% scored below the cutoff in reading

31% scored below the cutoff in English

Since a large number of our students are not only academically unprepared for college but are also not interested in obtaining a college degree, we began trying to identify what those students can do, what they want to do, and what they can realistically expect from their college experience. The prospect for many of these students -- had they no choice but traditional college -level courses -- would have been a counter-productive series of failures and disappointments. And, for many of those students, liberal arts programs designed for university-bound students were irrelevant to their interests and goals.

Our solution was a full program of courses and activities which brought these students into the college experience and offered them the opportunity to learn that they can learn, helped them learn those things that are relevant to their goals, provided a more well-rounded curriculum than just academic basics, exposed them to employment and career possibilities, and enabled them to gain success in their endeavors by providing supplementary labs and individual tutoring.

It was determined that a curriculum designed to fill these needs was desirable and justified, so the Ad-Hoc Committee on Developmental Curriculum was charged with planning the methods for implementing such a curriculum.

PROGRAM PURPOSE

Target Groups

The developmental program is designed to directly address and serve the needs of these groups of students:

> those students applying to ACC whose scores on standardized or local placement tests in reading, math, and English indicate a need for basic skills improvement before attempting other college-level courses
>
> those students applying to ACC who have been out of school for a long period of time and feel the need to be reoriented to the classroom
>
> those students whose test scores are above the cutoff level, but who feel insecure or uncomfortable about their basic skills and prefer to "work up to" college-level classes.

Local placement test results identify the following numbers of students needing developmental courses during the indicated years:

F80/S81 = 90
F81/S82 = 382
F82/S83 = 752
F83/S84 = 607

Although many students enroll in developmental courses because they want to rather than need to, a Developmental Studies student is arbitrarily defined as one enrolled in at least three developmental courses.

Goals/Outcomes

The development of the whole student is the primary goal of the developmental program. Research in learning psychology has well-demonstrated the effect of self-concept, self-esteem, and self-knowledge on learning, and we believe that students' needs in the affective area must have a significant amount of our attention and concern in the developmental program.

Expected Outcomes:

The student will identify his strengths and weaknesses

The student will value his participation in the developmental program as a positive experience

The student will increase his expectations of educational success

The student will persist in establishing and attempting to achieve academic and career goals

The student will employ appropriate behavioral strategies as needed (i.e., assertiveness, behavioral modification, etc.)

The achievement of basic competency (reading, English and mathematics) is an essential goal of the developmental program. For many non-degree seeking students, improving these skills is the primary goal.

Expected Outcomes:

The student will succeed in selected developmental courses by demonstrating the competencies required in each course

The student will improve his scores on standardized tests of these skills

The student will experience reduced anxiety in the employment of these skills

The most pervasive goal of the developmental program is the preparation of the student for success in higher-level post-secondary coursework.

Expected Outcomes:

The student will be able to enter college-level courses at an achievement level in math, reading, and English comparable to other students in the classes

The student will demonstrate accepted study skills for the pursuit of post-secondary education

ORGANIZATION

Administration

The developmental education program is administered through the Office of the Dean of Instruction, Student and Community Services. The Associate Dean of University Parallel Programs is responsible for the operation of the developmental courses -- staffing, and scheduling. The department chairpersons in math, reading, English and psychology are responsible for course content and instructional procedures.

Support services are supervised by the Associate Dean of Student and Instructional Services: Student Services (Counseling), Admissions and Records, Learning Lab.

Staff - Selection and Responsibilities

Instruction

The faculty in the Developmental Studies Program are qualified not only to work with developmental studies, but also to teach traditional courses. The developmental faculty for the most part have masters degrees in their instructional disciplines and are assigned developmental classes by the department chairpersons. The practice of rotating developmental class assignments through all the members of a department was abandoned when it was recognized that developmental instructors need special skills, preparation, and attitude training.

Learning Lab

The Coordinator of the Learning Lab administers the local placement testing program, schedules use of lab facilities and equipment, oversees a student-tutor program, and coordinates the testing, records preparation, and student-advisor assignments in the Special Advising Program. The major duties of the Coordinator relevant to the developmental program are:

> The administration of the Learning Lab in cooperation with the other departments on campus, and the establishment of a schedule to provide full-time lab coverage by trained staff
>
> The orientation, scheduling, and supervision of students in the peer tutoring program
>
> The execution of the placement testing program; preparation of statistical test result data

The development of tutoring programs and procedures in cooperation with appropriate departments

The publication of records, statistics and other date relevant to the Special Advising Program; the assignments of students to advisors; the maintenance of follow-up records and data.

Part-time Assistant
The Learning Lab paraprofessional is responsible in the absence of the Coordinator for the operational activities of the Lab. In addition, this person provides direct and immediate monitoring of the tutors in their tutoring and clerical activities, and works with the Coordinator in preparing schedules and reports.

Tutors
The tutors in the Lab are of two types (although sometimes individuals perform tasks from both categories). The first type is the clerical tutors whose primary function is the creation (with the instructors) of files and related data for developmental class students and the typing, copying, and filing of tests and assignments. These tutors also work directly with the instructors in classes and labs to provide immediate grading and assistance with teaching aids. The second type of tutor is like a one-on-one teacher, who assists the student in understanding the material or concepts that he is having trouble with in his classes. These tutors generally are occupied with tutoring advanced level students on a walk-in basis and with tutoring developmental students in the developmental labs.

Counseling Center
The Counseling Center provides a comfortable, relaxed atmosphere in which personal concerns can be discussed in a confidential and professional manner. Counseling is a cooperative effort between the counselor and the student in which problems are discussed, options and alternatives explored, solutions and understandings sought. The particular needs of the individual determine the exact nature of the services provided. Skills for personal growth such as decision-making, career and life planning, time management, academic adjustment, and interpersonal communication can be developed.

During the course of counseling, it is recognized that some students' placement test scores and academic background indicate the need for developmental courses or tutoring. When this is the case, the purpose of these services is explained. In addition to receiving general counseling, students who have a physical or mental handi-

cap can obtain needed special equipment and services in order to fulfill their educational objectives.

The staff consists of:

- Director of Student Services
- Counselors (with general counseling assignments as well as special assignments as follows)
  - special advisor to International students
  - special advisor to handicapped students
  - special advisor to women
  - special advisor/liasion to TDC
  - special needs advisor
- Secretary to the Director
- Secretaries to the Counselors

Staff - Training

All faculty members and counselors at ACC, including those assigned to the developmental program, participate in the Professional Development Program of the College. In addition, relevant workshops, conferences, and seminars are attended as resources permit. The College provides funds each year for fulltime faculty members to attend professional meetings. Occasionally, consultants are utilized by developmental studies staff members, and the training process is continued as the staff members, and training process is continued as the staff strives to improve its methods and obtain the goals of the curriculum. Extensive specialized training has been offered to those persons involved with program development during ACC's participation in the National ACCTion Consortium. Nine instructors participated in several training conferences, including a materials workshop; exemplary site visits were made to four other schools in Texas; and members of the instructional specialist team have participated in several orientation and conference meetings.

IDENTIFICATION

Admission

Part of the application for admission procedure involves submission of standardized test scores -- ACT or SAT. These scores, whether presented by the student with his application papers or submitted to the College by the testing institutions, become a part of the student's permanent file, and are available to counselors and advisors to facilitate choices and selections in determining course plans, degree plans and career choices.

Placement Testing

Students who apply to ACC without some indicators of their ability to perform college level work (test scores) are given a local placement test to provide some standardized measure of academic preparedness. The current test battery we adminster is part of the College Board's Multiple Assessment Package -

the Descriptive Tests of Mathematical Skills
(arithmetic and elementary algebra -- math)
the Descriptive Tests of Language Skills
(sentence structure and usage -- English; vocabulary and reading comprehension -- reading)

Extensive evaluation and study were done to establish cut-off levels for each of the three tests (ACT, SAT, local placement) that would be comparable to each other and would set levels for entrance not only to college level courses but also to both levels (109, 110) of developmental courses. The new cut-offs were approved by the involved department chairmen, directors, and academic deans for initial application in the Fall of 1983. Success being unpredictable by any single measure, the scores are rather a determination of the level below which a student has virtually no realistic expectation of succeeding in college-level curricula without special preparation.

Orientation

A freshman orientation program is conducted for new students entering ACC each fall and spring. During the two-day program, students are tested (for participation in the Special Advising Program) and are provided information about the College and about the college experience. Administrators, professional staff members, and student leaders present the programs, services, and activities available for help once the student's academic career actually begins

(p. A of the Appendix details student participation). The final activity in the Orientation program is the advising session, detailed below.

Special Advising Program

Two elements of concern that were repeatedly emphasized during our participation in the ACCTion program were student retention and improved instruction. ACC's plan -- designed in Phase I (1978-79), initially implemented in Phase II (1979-80), and recommended for institutionalization in Phase III (1980-81) - included a procedure for initial assessment and advisement that was realistic in its approach, relevant in its application, and personal in its execution.

The Special Advising Program, administered by the Associate Dean of Student and Instructional Services as part of Orientation, is designed to bring new students into the college experience by placing them in the hands of people specially trained to assist them throughout their 'stay' at ACC (student participation information, p. A of the Appendix). The volunteer faculty, department chairmen, and professional staff who serve as advisors are given a folder (prepared during Orientation) for each of their advisees that provides information on

academic preparedness (test results)
designated major or field of interest
educational goals
career goals
learning assessment
experiental expectations of college

In the initial advising session, the advisor assesses the information, interviews the student, and completes a course plan for registration. This advisement completed, the student is eligible for a reserved time permit that allows him to complete registration during the earlier periods when course selections are still open and available.

Although all incoming students are encouraged to participate in the Orientation and Special Advising Programs, surveys and personal feed-back have shown that developmental students derive a particular benefit from the current assessment of academic background (many of our developmental students are returning to school after several year's absences), from the realistic application of their immediate educational accomplishments to the real-world goals they are establishing (many of our developmental students completed high school believing that to be the end of career preparations), and especially from the security of personal, continuous contact with an official

member of the college community (many developmental students need the one-on-one counsel and personal touch to feel like a welcome part of the college experience).

Additionally, the Special Advising Program benefits the participating advisors by bringing them to immediate contact with and cognizance of the needs of students and to awareness of the special nature of developmental and disadvantaged students.

Registration

The Registration Procedure Chart (p. c, Appendix) offers proof of the College's commitment to provide the preparatory skills development necessary for educational success. Based on information included in the Student Information Sheet (sample SIS on p. D of the Appendix) concerning test scores and declared major (or academic intentions), identification is made in the first step of registration to determine and give special attention to students whose test scores SAT, ACT, or local placement) indicate the need for basic coursework. These students are directed to a developmental advising area where a mini-version of special advising is conducted. The timliness of the registration process necessarily limits this advisement to the student's immediate educational concerns and placement, but the participating advisors are trained and knowledgeable not only about the requirements of all curricula but also about the necessity of appropriate course selection for developmental students. In many instances, the developmental advising area at registration is manned by the same volunteer advisors that serve in the Special Advising Program. The student's decision to accept or reject this advisor's recommendations (see Advisement Code, p. E of Appendix) is noted on the SIS, and the student then moves back into the regular flow of registration traffic.

The information on developmental student successes/retention in the Appendix, the results of the continuous evaluation and study of the Developmental Program detailed in our in-house publication, 'Six of One...Half a Dozen of the Other,' and the student responses to our biennial survey of Special Advising Program participants (p. B of Appendix) all combine to provide an encouraging and gratifying picture of the results of our efforts. Careful evaluation and realistic appraisal during the initial selection of courses provides

increased awareness by the student of where he is in relation to where he wants to go

exposure of the student to the variety of appropriate and relevant courses available to him

reduction of the 'drops/adds' in student schedules historically caused by inappropriate or uninformed initial placement

appreciation and understanding by the faculty of the developmental program as a resource for academically unprepared students.

IMPLEMENTATION

Developmental Studies Program Offerings

Many developmental students require skills preparation in all three basic areas (math, reading, English), and because these students are also often participating in financial aid programs that have course-hour minimums for eligibility, the program design had to concurrently address two primary criteria:

first – that the program provides for the student's individual educational needs without isolating him from the college 'community,' and

second – that the program offers adequate, appropriate, and varied course selections to permit full-time enrollment consistent with a reasonable expectation of success.

From the courses approved by the Coordinating Board, the following selections were identified as the basis for the developmental curriculum:

Reading 109 and supplementary lab
Reading 110 and supplementary lab
English 109 and supplementary lab
English 110 and supplementary lab
Math 109 and supplementary lab
Math 110 and supplementary lab
Psychology 110
Speech 105
Speech 110
Orientation 101
Physical Education

These courses were selected to provide basic academic skills, personal development, and inclusion/interaction with the 'regular' college student body. (Course descriptions are included in the Appendix.)

Scheduling

Department chairmen determine each semester's proposed schedules and submit them to the Coordinator of the Learning Lab for review–with particular concern to time/location conflicts and availability of tutor assistance in classes. The schedule is arranged so that enrollment in a full complement of courses within the developmental program is possible. The teaching assignments are also coordinated – as far as is possible – to permit enrollment in courses and supplementary labs taught by the same instructor.

Grading Policy/Transferability

The College's commitment to the philosophy of developmental education is significantly evident in the grading policy applicable to developmental courses. Beyond the standard academic grading scale (A, B, C, D, F, Withdrawal), the developmental courses are permitted a non-punitive grade of R. The distinctive feature, indicating the need for re-enrollment in the course, acknowledges that additional time may be necessary for some students to achieve the basic skills objectives of developmental work. Computation of grade and credit hours is deferred until the completion of the re-enrollment and the awarding of the final grade. (Grading scale and policy, p. H of the Appendix.)

In keeping with the College's policies regarding the Texas Education Agency's and the Coordinating Board of the Texas College and University System's approval of courses, the developmental courses earn 'local credit hours' and can be applied as electives in AA and AS degree plans. In the acceptance of this degree by other colleges and universities, the developmental credits transfer *en bloc*; however, these courses do not transfer individually to meet curricula requirements at other institutions. The ultimate responsibility for selection of transferable courses rests with the student, but all staff members are responsbile for making students aware of the nature of course transfer.

PROGRAM ASSESSMENT

The purpose of our program does not change -- it is ever the provision of fundamental programs designed to prepare students for success in their educational endeavors. The various elements of our p.o-gram, however, must change as the needs of the individuals and the community that we serve change.

Evaluation and assessment are essential to growth and re-direction, and to that end, we designed a follow-up study to be conducted every two years that would provide information on individual attempts/completions, successes/failures, and retention/withdrawal, and would further support or disprove our theories and expectations. On a broader scale, the patterns revealed by comparing individual studies give us insight into the need for stasis or re-direction in our efforts.

'Six of One. . .Half a Dozen of the Other' is the publication prepared and updated by the Learning Lab with the assistance of the Computer Center and the Admissions/Records Office and with the support of the Associate Dean of Student and Instructional Services. Included in it are the results of the research that addresses these aspects of our evaluation:

study populus (demography)
student needs (placement test results)
student achievement (grade reports)
program relevance (comparison of concurrent developmental and non-developmental GPA's; comparison of developmental grades and grades in subsequent related courses)
program achievement (retention; re-enrollment; graduation/program completion)

(Excerpted statistical information is included in the Appendix, p.I.)

The current edition of 'Six of One. . .' completes the second two-year study. Having assessed individual results, we shall now begin to study the research for patterns to guide our immediate and long-term planning, goals, and objectives.

REPORT BY ACCTION CONSULTANT

The Developmental Studies Program at Alvin Community College has made giant strides in recent years. For the past three years ACC has been the recipient of technical assistance from the ACCTion Consortium. This assistance was designed, in part, to aid the college in enhancing its developmental studies efforts. This brief report contains the ACCTion Consultant's observations on these efforts:

Six years ago in 1975, ACC was working diligently to meet the needs of disadvantaged students through a program of developmental studies. This observer had the good fortune to work in that program that year, thus providing him a perspective or base line with which to compare recent advances. This unusual opportunity for the "long view" should add credence to this report.

Early Efforts. As noted in Part I, ACC has been committed to developmental education since 1972, as part of its new mission as a comprehensive community college. Early efforts to remedy student's academic deficiencies were modest but sincere. Lack of adequate facilities was the most glaring weakness; competent staff along with a growing arsenal of instructional materials constituted the program's greatest assets. With the relocation in Building "A" and the subsequent funding of the Special Services Program headed by Ms. Jo Ann Parochetti, developmental education at ACC acquired a new dimension of sophistication and a quantum jump in numbers of students served and instructional outcomes in the area of basic skills acquistion by students.

ACCTion's Contribution. The ACCTion Consortium, a Title III funded program of technical assistance to associate degree granting colleges in the U.S., has made a significant contribution to ACC's developmental studies efforts through staff training and consultant assistance. ACCTion has funded travel and other support services for professional staff to acquire specialized expertise. Consultant assistance has aided in the enhancement of developmental education at ACC. ACCTion is proud to have played a part, albeit a small one, in such enhancement.

The ultimate expression of public recognition of the giant strides made in this area is summarized in a conversation overheard recently at a national meeting. In response to a query as to where one might travel to view an outstanding developmental studies program, an educator from North Carolina recommended that the questioner "visit Alvin Community College near Houston to see both a fine program and a competent staff housed in a beautiful facility." For a long-time observer and supporter of developmental education at ACC, that conversation was music. My thought was "ACC has come a long way since 1972." Indeed it has!

-Dr. Barton R. Herrscher

STUDENT PARTICIPATION IN ORIENTATION/SPECIAL ADVISING PROGRAM – NEW STUDENT ENROLLMENT

The following statistics compare the number of students entering ACC for the first time to the number of those students who participated in the Orientation/Special Advising Program. The new student figure includes only those students who are entering college for the first time, not those who are transferring to ACC from other schools.

	Orientation/Special Advising	First-Time Entrants	
Fall 80	111	716	16%
Fall 81	177	791	22%
Spr 82	30	513	6%
Fall 82	195	952	20%
Spr 83	41	588	7%
Fall 83	382	1035	37%
Spr 84	82	360	23%
Fall 84	486	*	*

*Information not yet available

The number of new students participating in Orientation/Special Advising for the Spring semesters has grown from 6% to 23% in 2 years; participation in the programs for the Fall semesters has grown from 16% to 37% in three years.

SPECIAL ADVISING
STUDENT SURVEY RESPONSES

A mail survey was conducted in the summer of 1982 asking students who had completed two years of work at ACC about their experiences in the Special Advising Program. The following information was returned by over 25% of the nearly 500 students surveyed.

My advisor helped me complete my course plans:
(1) the first semester I was in school (84%)
(2) the semesters following my first semester (58%)

My advisor helped me determine a career choice based on my major (44%)

I met with my advisor
(1) only once (25%)
(2) more than once (26%)
(3) more than three times (42%)

My advisor helped me with problems other than "what class should I take this time" (54%)

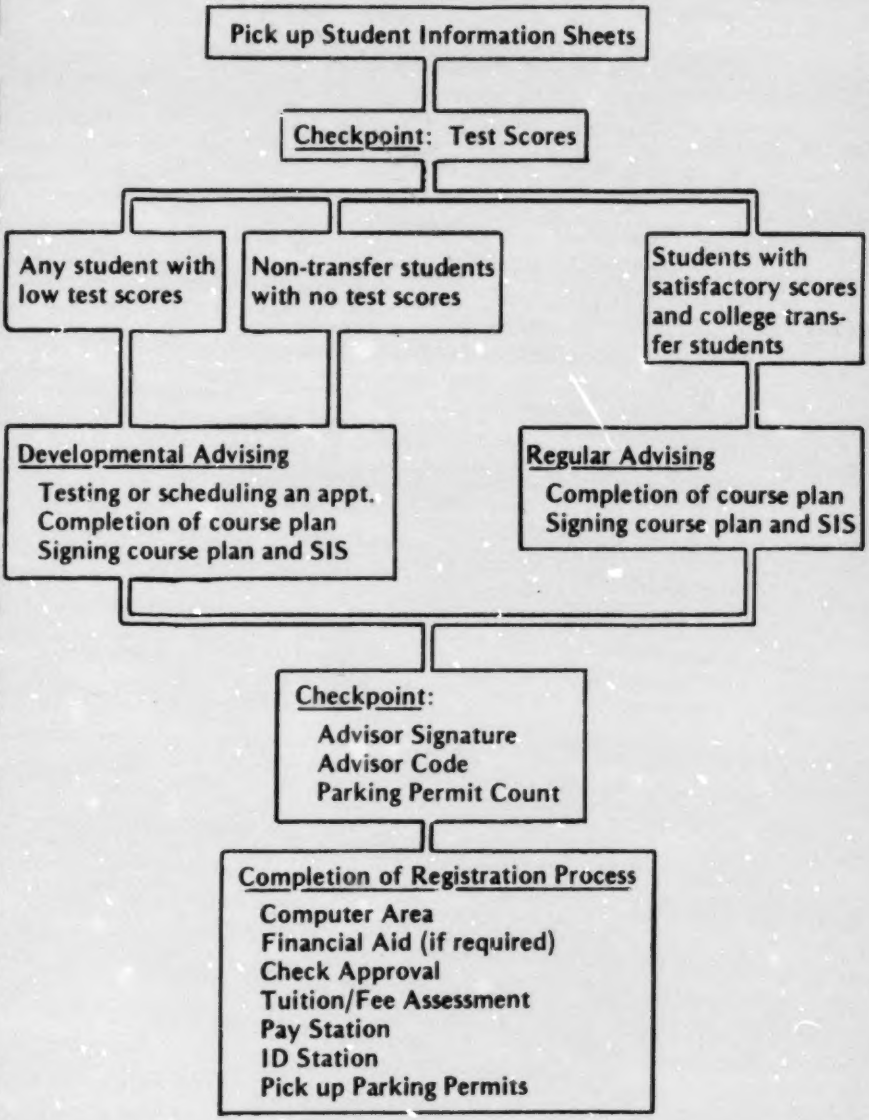
My advisor was easy to find when I needed help or had a question (68%)

My advisor was glad to try to help me with my problems/ questions (84%)

My advisor referred me to the right person when my questions needed "specialized" answers (80%)

I feel that my participation in Special Advising was a helpful experience (73%)

REGISTRATION CHART



C

STUDENT INFORMATION SHEET: SAMPLE FORM

ALVIN COMMUNITY COLLEGE
STUDENT INFORMATION SHEET

[redacted] ID# [redacted] ETHNIC: WHITE
[redacted] SEX: MALE
[redacted] BORN: MAR 16, 19A1

RESIDENCE STATUS: OUT OF DISTRICT
MAJOR: BUSINESS ADMINISTRATION ADMISSION DATE: 08/20/80
ADVISOR: MADDUX N
LAST INSTITUTION ATTENDED: UNCLASSIFIED HIGH SCHOOL

YR/SEM	COURSE	DESCRIPTION	GRADE	LEC	LAB	HOURS ATTEMPTED	HOURS EARNED
FALL 80	ENGL 121	COMP RHET I	D	3.00	0.00	3.00	3.00
	DRFT 110	FUND OF DRAFT	A	2.00	4.00	3.00	3.00
	MATH 115	INTERMEDIATE ALGEBRA	P	3.00	0.00	3.00	0.00
	HIST 141	US TO 1877	D	3.00	0.00	3.00	3.00
	PHED 151M	V BALL/SFTBLL	A	0.00	3.00	1.00	1.00
SPRING 81	ENGL 121	COMP RHET I	WP	3.00	0.00	0.00	0.00
	* MATH 110	DEV ALGEBRA	C	1.00	2.00	3.00	3.00
	* MATH 101	DEV MATH LAB	B	0.00	1.00	1.00	1.00
	DRFT 111	TECHNICAL DRFT	B	2.00	4.00	4.00	4.00
	HIST 142	US SINCE 1877	C	3.00	0.00	3.00	3.00
	PHED 222	WEIGHT TRNG	A	0.00	3.00	1.00	1.00
FALL 81	GOVT 211	AM NA + ST GOV I	C	3.00	0.00	3.00	3.00
	* ENGL 101	DEV ENGLISH LAB	B	0.00	1.00	1.00	1.00
	* ENGL 110	DEV WRITING II	C	1.00	2.00	3.00	3.00
	MATH 115	INTERMEDIATE ALGEBRA	WP	3.00	0.00	0.00	0.00
	CHEM 110	INTRO CHEM AMS	B	3.00	2.00	4.00	4.00
SPRING 82	GOVT 212	AM NA + ST GOV II	B	3.00	0.00	3.00	3.00
	MATH 121	COL ALG	WP	3.00	0.00	0.00	0.00
	ENGL 121	COMP RHET I	B	3.00	0.00	3.00	3.00
	CHEM 112	INTRO CHEM II	C	3.00	2.00	4.00	4.00
	ECON 112	PRIN ECON II	C	3.00	0.00	3.00	3.00
SUM I 82	ENGL 122	COMP RHET II	C	3.00	0.00	3.00	3.00
	ACCT 221	PRIN ACCT I	WP	3.00	1.00	0.00	0.00
	ECON 111	PRIN ECON I	C	3.00	0.00	3.00	3.00
SUM II 82	MATH 121	COL ALG	WP	3.00	0.00	0.00	0.00
	HIST 141	US TO 1877	C	3.00	0.00	3.00	3.00
FALL 82	BUAD 120	BUSINESS LAW I	C	3.00	0.00	3.00	3.00
	MATH 121	COL ALG	F	3.00	0.00	3.00	0.00
	ACCT 221	PRIN ACCT I	C	3.00	1.00	3.00	3.00
	SOCI 111	PRIN OF SOCI	C	3.00	0.00	3.00	3.00
SPRING 83	MATH 121	COL ALG	C	3.00	0.00	3.00	3.00
	PSYC 120	GENERAL PSYC	B	3.00	0.00	3.00	3.00
	ACCT 222	PRIN ACCT II	WP	3.00	1.00	0.00	0.00

	HOURS ATTEMPTED	HOURS EARNED	GRADE POINTS	GPA
OVERALL:	74	70	161.00	2.11
SPRING 1983	6	6	15.00	2.50

LOCAL PLACEMENT SCORES

SAT MATH	SAT VERBAL	ALGEBRA	ARITHMETIC	ENGL	READ	
280	280	0	0	0	0.0	*** DEV. ADVS. ***

ACT ENGL	ACT MATH	ACT SOC SCI	ACT NAT SCI	ACT COMP
0	0	0	0	0

[redacted] 3.

ADVISOR SIGNATURE

BEST COPY AVAILABLE

STUDENT INFORMATION SHEET: EXPLANATION

The Student Information Sheet is a detail of all necessary registration information on a registering student. It includes personal and educational background information, major course of study at ACC, a complete, current transcript of all work done at ACC, and test scores (SAT, ACT, or local placement tests).

Additionally, the sheet may contain a flag statement (***Dev. Adv.***) identifying the need for developmental advising. This statement is printed when any of the following conditions are evident:

> if any of the math, reading or English scores (on ACT, the social studies score is substituted for a reading score) are below the developmental cutoff and no data in the transcript shows successful completion of the required developmental classes (courses completed with A, B, C, or D)
>
> if student is enrolling for his first semester of college work and has no test scores at all

If the Developmental Advising statement appears on the Student Information Sheet, the student is routed to the Developmental Advising Area, and the advising staff will evaluate the testing information and assist with appropriate course selection.

ADVISING CODES

1 = Student accepts appropriate placement
2 = Scores marginal; advisor judgment
3 = Scores conflict; advisor judgment
4 = Placement testing offered; student declined at this time
5 = Student scheduled for placement testing after registration
6 = Placement based on degree/major requirements
7 = Student declined advice

Note: Please feel free to add any further descriptive comments beside the code number.

COURSE DESCRIPTIONS
Developmental Program Selections
(from 1983-84 College Bulletin)

MATH 109. Arithmetic. (3 credits). This individualized course offers instruction and practice in the basic arithmetic operations. The student's program of study is based on diagnostic and prescriptive tests as well as on personal interviews. Students who must take MATH 110 and whose diagnostic tests indicate a need for arithmetic preparation must take this course. (3 lecture hours and 1 laboratory hour per week).

MATH 110. Developmental Mathematics-Algebra. (3 credits). This course includes classroom instruction and work in the Learning Lab. The materials consist of a textbook and audiotutorial tapes, with tutoring and peer counseling provided. Some of the topics included are whole numbers, integers, first degree equations. The course attempts to improve the algebraic skills of the students. The student who scores below 14 in math on the ACT or performs unsatisfactorily on the ACC placement test must take MATH 110. (3 lecture hours and 1 laboratory hour per week).

RDNG 109. Developmental Reading I. (3 credits). To improve basic reading abilities, this course teaches phonetic and structural analysis skills that enable the student to "decode" unfamiliar words and thus become an independent reader. Techniques of comprehension are also stressed. (3 lecture hours and 1 laboratory hour per week).

RDNG 110. Developmental Reading II. (3 credits). Through improvement of reading comprehension and speed, vocabulary, and study skills, this course prepares the student to deal more successfully with the study materials required in many college courses. (3 lecture hours and 1 laboratory hour per week).

ENGLISH NOTE:

Students who score below 14 in English on the ACT test or perform unsatisfactorily on the ACC placement test must take either one or two basic courses, depending on the test results. Basic English is strongly recommended for all students with ACT English scores below 16. Students in basic courses must complete their studies successfully to be eligible for regular-credit English courses.

F

ENGLISH 109. Developmental Writing I. (3 credits). Beginning with a study of basic grammar, this course concentrates on correct sentence patterns and gives some attention to paragraph writing. (3 lecture hours and 1 laboratory hour per week).

ENGLISH 110. Developmental Writing II. (3 credits). Extensive practice in writing paragraphs and short papers follows a review of grammar. (3 lecture hours and 1 laboratory hour per week).

PSYC 110. Human Development. (3 credits). This course employs the basic principles of psychology and helps the student to identify personal strengths and career interests and to develop those interpersonal skills necessary for functioning in the student's chosen field or vocation. The course identifies and builds upon the student's strengths, especially as these are related to diverse cultural and/or native language capabilities that may help assure success in the student's chosen field or vocation. (3 lecture hours per week).

SPCH 105. Interpersonal Communication. (3 credits). This course presents theory, examples, and participation in exercises in order to improve effective one-to-one and small group communication. (3 lecture hours per week).

SPCH 110. Fundamentals of Speech. (3 credits). This course consists of the study of the importance of speech as an aid in social adjustment; the improvement of articulation and pronunciation; the study of the use of bodily activity and its relation to effective speaking; vocabulary development; the study of the general ends of speech; and preparation toward the achieving of these ends. (3 lecture hours per week).

ORIE 101. College Orientation. (1 credit). There is a general orientation section, and there are special sections for returning students, handicapped students, foreign students, and special needs students. the student is required to fulfill sixteen hours of class time between the presemester orientation days and the one-hour class sessions scheduled throughout the semester. Throughout the semester, the student chooses from a variety of topics offered at different times such as career exploration, stress reduction, time-management, etc. The course is recommended for all new students and for students who have been attending college but have not taken an orientation course.

G

GRADING SYSTEM*

A = Excellent - Four grade points per credit
B = Good - Three grade points per credit
C = Average - Two grade points per credit
D = Poor - One grade point per credit
F = Failure - Zero grade points
S = Satisfactory - No grade point credit
R = Re-enroll - The grade of "R" for re-enroll means no credit until course objectives are completed. Its use will be limited to developmental courses only to permit re-enrollment for the completion of course objectives. It will be further limited to use only one time for any given student unless there is a recommendation made by the instructor, reviewed by the appropriate Director and Department Chairman, and, if necessary, the Associate Dean of Instruction.

U = Unsatisfactory - No grade point credit
WP = Withdrawal Passing - Does not count as a credit attempted
WF = Withdrawal Failing - Does count as a course attempted and is figured as a "F" when compiling grade point averages
I = Incomplete - No credit. An incomplete grade ("I") is given when a course is nearly completed and when, in the opinion of the instructor, it may be completed with minimal additional work on the part of the student and the instructor. It is the student's responsibility to make arrangements for completion of the course work. If the course work is not completed by the end of the following semester, the earned grade (A, B, C, D, or F) will be reported.
X = Audit - No credit. Permission of the Instructor and the Dean of Instruction is required to audit a class.

* As a general guide, a grade of "A" will be assigned for grades (or equivalents) of 90-100, "B" for 80-89, "C" for 70-79, and "D" for 60-69.

TO THE FACULTY:

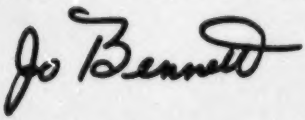
This packet of information was developed by Susie Sutton, Coordinator of the Learning Lab. It is our attempt to better familiarize you with our services and how to use them.

You will find information inside on the following:

- Tutoring
- Make-up Tests
- Proctoring Tests
- Diagnostic Testing
- Readabilty Tests
- Lab Use Orientation
- Grading
- Advising
- Special Supplementary Programs

To accomplish the tutoring we need faculty assistance identifying good student tutors in the various disciplines.

We are always open to suggestions and constructive criticism. (We'll take "warm fuzzies," too.) The more information you give us about your students and their needs the better we can assist you.



Jo Bennett
Associate Dean of Students
& Instructional Services

TUTORING

If you have a student who needs more assistance than your time schedule permits, send him in for free tutoring. To prevent confusion and wasted time, however, take a minute to:

note (on paper) the student's name, class, and specific problems (don't just write "grammar" or "algebra" --put "pronoun reference" or "quadratic equations")

tell him where we are (next to the library, second floor on Learning Resources Center)

tell him when we're here (long terms: 8-6:30 Mon-Thurs and 8-4 Fri; summer sessions: 8-5 Mon-Thurs)

tell him he may have to arrange a time with the tutors (not every hour of the day is covered by every kind of tutor)

For our benefit, please check out your classes for especially bright students that we might be able to utilize as tutors--and refer them to the Lab, please!

MAKE–UP TESTING

If you aren't available to administer make-up exams when your students are available to take them, pick up exam administration Instruction Sheet (there is a box for them in the faculty lounge or we have copies in the Lab), complete it, and send or bring it to the Learning Lab. The exams are given a number code and are locked up. When the student has completed it, the test will be returned to you according to your instructions. During long terms, the Lab is open for testing from 8-6:30 M-Th and 8-4 on Fri. Summer hours are 8-5 M-Th.

PROCTORING TESTS

If it is more convenient for you to schedule an exam during your absences from the campus, we will be happy to proctor exams for you. For your convenience, we prefer that you send your class to the Lab for testing, but other arrangements can be made. Call Susie at 273, allowing at least a week's notice, if possible.

GRADING

Several departments already utilize the machinery and personnel in the Learning Lab to grade tests, assignments, and practice exercises. If you need assistance, or if you want a Scan-Tron scored test graded and an item analysis of the question prepared for you--call 273.

ADVISING

The core of the Special Advising Program is the team of Lab staff members and very gracious volunteer faculty members who "adopt" students for the duration of their stay at ACC serving as academic, career and personal guides. Any student can be a part of this special program--and if you identify someone who needs a little special contact, feel free to refer them to us. We will assign them (according to declared major) to the advisor best prepared to help them.

SPECIAL SUPPLEMENTARY PROGRAMS

We maintain locked storage and check-out systems for any supplementary material (slides, filmstrips, tapes, study workbooks, computer software, etc.) that you may utilize in your courses. All you have to do is bring the materials and instructions to the Lab and then notify your students where and when to come to complete these "outside" activities.

DIAGNOSTIC TESTING

If you have a student who seems to be having academic problems that you can't identify, we can help. Diagnostic tests in arithmatic, elementary and intermediate algebra, reading, vocabulary skills, and English grammar are on file in the Lab. We can test the student, assess his weaknesses, and work with you to plan and set up tutoring/self-study program to help him overcome his problems, call 273, or send the student (with a short note explaining what you think needs to be checked on) to the Lab.

READABILITY TESTS

Textbooks or supplementary reading material can easily be evaluated in terms of reading difficulty (by grade levels). Bring books you currently use or are considering for adoption to the Lab.

LAB USE ORIENTATION

If you or your students are going to be using the Lab extensively, please stop by the Lab or call 273 to set up a time when a staff member can come talk to you and your students, or when you can bring them to the Lab, so we can explain the specifics and details of how, when, and what we can do for you (unfortunately, it is characteristic of an open-concept facility that the schedules, prime-time usage, and specific tutor availability change from semester to semester.

STATISTICAL INFORMATION FROM 'SIX OF ONE . . . HALF A DOZEN OF THE OTHER'

The following statistical information about the developmental students at ACC is from the publication of follow-up information, 'Six of One . . . Half a Dozen of the Other.' The current revision of this publication covers the years 1981-82 and 1982-83.

Enrollment in developmental courses has increased an average of 24.5% during the same period of time that total campus enrollment has increased an average of 16.5%

87% of the developmental students declared a major and/or intent to seek a degree or certificate, the greatest number being enrolled in general liberal arts (33%). The other areas were selected as follows: business/industrial technology, 25%; business/law related, 21%; science/health related, 8%

An average of half of the developmental students who received R (re-enroll) grades in their developmental courses, and who did re-enroll to complete the work, earned a final grade of C or better

57% of the students who started their work at ACC in developmental courses stayed on to complete 3 or more semesters of work here

Students completing 82% of their developmental math courses with passing grades subsequently completed 83% of their non-developmental math courses with passing grades; in reading the completion/passing rates were 92% for the developmental courses and 86% of their subsequent reading-oriented courses; in English the rates were 84% of the developmental courses and 90% of the subsequent non-developmental courses

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